

# ***TESL/ELAD Endorsement in Nevada***

## ***Full Research Compilation***

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from 12/7/15 – 7/1/16

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## Context and History

The following provides a condensed timeline of the processes and procedures taken by the English Mastery Council (EMC) with the support of the Nevada Department of Education (NDE) in 2015 and 2016 regarding the TESL/ELAD endorsement:

- 12/3/14: The EMC presented TESL Recommendation 3.1 to Commission on Professional Standards (COPS). COPS requested to revise Recommendation 3.1.
- 2/17/15 – EMC Meeting. Discussion of TESL Recommendation 3.1.
- 3/26/15: At the State Board of Education (SBE) meeting, the EMC provided an update regarding the status of the TESL Recommendations concerning teacher training in Nevada. The Board requested further research on Recommendation 3.1 process including public opinion.
- 7/23/15: Recommendation 3.1 was presented to the State Board of Education (SBE) and not approved.<sup>1</sup> The SBE requested EMC provide information outlining the research considered in drafting its Recommendations and a summary of the public input that has been received in response to the EMC proposals. The EMC leadership decided to bring back to the EMC to address SBE concerns about potential impact on recruiting and hiring of educators in Nevada.
- 12/17/15: The EMC submitted to SBE information outlining the research that the EMC considered in drafting its revised Recommendations 3.1 and a summary of the public input received in response to the EMC proposals.<sup>2</sup>
  - Presentation- EMC Recommendation 3.1: Nevada Teacher Preparation Programs that prepare pre-service and initial licensure students must include preparation for the TESL/ELAD endorsement no later than two years after the adoption of the regulations by the appropriate state agency and/or regulatory board.<sup>3</sup>
  - SBE raised two concerns: 1. Deputy Durish recognized that for the endorsement, additional requirements would be needed and might affect the teacher pipeline in Nevada. 2. President Wynn expressed concern regarding the specificity of the language of the recommendation. President Wynn suggested the language is not precise enough to indicate intentions because the Board is not clear on their intentions.

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<sup>1</sup> Recommendation 3.1: All Nevada teacher Preparation Programs that prepare pre-service and initial licensure students must include preparation for the TESL/ELAD endorsement no later than 2 years after adoption of the regulations by the appropriate state agency and/or regulatory board. For further details: [file:///localhost/Users/bhume/Downloads/AgendaItem7bTESLRecommendations \(6\).pdf](file:///localhost/Users/bhume/Downloads/AgendaItem7bTESLRecommendations%20(6).pdf)

<sup>2</sup> For further details: [file:///localhost/Users/bhume/Downloads/Item10EMCRecommendations \(3\).pdf](file:///localhost/Users/bhume/Downloads/Item10EMCRecommendations%20(3).pdf)

<sup>3</sup> For further details: [file:///localhost/Users/bhume/Downloads/Item10EMCRecommendations \(2\).pdf](file:///localhost/Users/bhume/Downloads/Item10EMCRecommendations%20(2).pdf)

- SBE suggested bringing this TESL/ELAD endorsement recommendation back at a future meeting with more prescriptive language to describe the intentions that would include the indication of what the courses or process might be that will be required. President Wynn suggested referring this back to the NDE and member Wakefield as the liaison, to sort out the facts.
- 12/17/16 to 7/1/16: In-depth research surrounding the SBE concerns regarding this endorsement including: collaboration with NSHE & ARL institutions, research surrounding endorsements, revision of recommendation language, research on demographics (see following sections of this report for details).
- 1/8, 1/15 & 5/9, 2016: Conference calls between Member Wakefield, Dr. Durodola and NDE staff regarding Recommendation 3.1 and SBE expectations.
- 3/3, 3/25 & 3/29, 2016: TESL subcommittee and EMC convene to discuss and revise Recommendation 3.1 language.
- 3/15, 2/18 & 4/15 2016: Collaborative meetings with participating NSHE institutions regarding TESL/ELAD Endorsement.
- June, 2016: Research and feedback collected from ARL institutions.
- 7/21/16: Revised Recommendation 3.1 presentation to SBE.

## ***TESL – Recommendation 3.1 Revised***

The TESL Subcommittee and English Mastery Council convened meetings on 3/3, 3/25 & 3/29 with the explicit purpose to revised language to Recommendation 3.1 based on feedback from NSHE collaborative meetings.

Recommendation 3.1 ELAD endorsement as revised:

In an effort to improve the quality of instruction for all English Language Learners in PreK – 12, all Nevada teacher pre-service preparation programs and Alternate Route Licensure (ARL) programs will include the ELAD endorsement. We propose that:

1. The first stage requires that Early Childhood Education (ECE) (birth to grade 2) and elementary (K-8) teacher preparation programs include an ELAD endorsement in the state of Nevada by 2020.
2. The second stage would include an ELAD endorsement for secondary teacher preparation programs in the state of Nevada by 2022.

The culmination of this effort is full ELAD endorsement for all pre-service and Alternate Route Licensure (ARL) teachers by 2022 (or no later than 6 years after adoption of the regulation by the regulatory board).

## ***Efficacy and Evidence: TESL/ELAD Endorsement Research Findings***

### **Analysis of findings based on specific questions:**

1. Were there any articles that explicitly studied having a TESL endorsement hindered the states ability to find qualified personnel? *No*
2. Were there any articles that explicitly studied having a TESL endorsement in states compared to states not having it? *No*
3. Were there any articles that studied having ESL endorsements being beneficial to teaching quality? *Yes*
4. Were there any articles studying how an added endorsement hindered a department from hiring qualified personnel? *Yes*
5. Were there any articles studying how the added endorsements improved the quality of teaching, making the teacher more effective, and how the students would benefit from that instruction? *Yes*

**Overall analysis:** While there exists no specific research to determine whether added endorsements definitively hinder a state or departments ability to hire qualified teachers, the benefits to the ELLs having qualified teachers who were endorsed was a greater positive factor when looking at quality of instruction.

## ***Research: Summary of Endorsement Articles and Relevance***

The following is a more in-depth look at the articles researched for Endorsements in education. The overall analysis from the prior page was the conclusion drawn from these articles:

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**Article:** *Online Pre-service Teacher Education Programs: Issues in the Preparation of Bilingual Education and ESL Teachers (2004)*

**Applicable issue:** growth of technology and online education across U.S., increasing need for ESL teachers and EL growth in U.S. parallel to Nevada.

**Research:**

Certification

- Emphasis on lack of preparation of EL certified teachers. (p. 47)
  - Only 10% of teachers working with LEP are certified to teach bilingually; 85% certified to teach ESL. (p. 47)
  - Distinction between quality and quantity. (p. 47)
  - Urban Teacher Collaborative (2000)- around 1999 80% of the 54 largest urban school districts allowed non-certified or credentialed teacher to teach
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**Article:** *Is there a Teacher Shortage?: Demand and Supply in Arizona (Jan 2003)*

**Applicable issue:** growth and rate of teachers in Arizona and how to handle parallel issue with Nevada.

**Research:**

Emergency certification-(p. 17)

- Not all emergency certificates are issued for truly under qualified people
  - o Schools have hired new college of education graduates before they have completed all regulatory requirements (missing teacher exam, fingerprint clearance, or completion of coursework.)

Solution here- (p. 17)

- In active certified teachers- encouraging the return of inactive certified teachers will be crucial to ensure a sufficient teacher pool. 1 key factor in motivating

inactive teachers was pay increase (29%), personal/life choices (15%), public support and respect (12%), lower class (8%), improved classroom environment (8%).

*Increasing the supply of Teachers – (p. 21)*

- Policy changes were needed to increase and monitor Arizona's supply of teachers. Steps taken would include: production & recruitment, compensation, changes in the classroom environment, and data tracking. Some possible solutions were:
    - o Increase production of teacher graduates at Arizona training institutions.
    - o Strengthen state-level efforts at out-of-state recruiting
    - o Remove and/or streamline certification requirements
    - o Create incentives to motivate inactive certified teachers to return to the classroom
    - o Target production and recruitment in critical areas.
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**Article:** *Solving the Teacher Shortage in Bilingual Education (1981)*

**Applicable issues:** solving the shortage involved several issues:

Training- work with local university to offer a program designed to entice outstanding bilingual teachers to stay with district. (p. 1)

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**Article:** *Arizona's teacher policies and their relationship with English Learners instructional practice (2012)*

**Applicable Issue:** Policy in Arizona that focus on English acquisition. This article examines the relationship between teachers' training and their self-reported instructional practices. Reference to Nevada's quality of programming.

**Research:**

- In every instance, holding a teaching endorsement in English as a second language or bilingual education had a positive, significant relationship with teachers' reported use of effective instructional approaches for ELs, while holding the state mandated endorsement was never significantly related to teachers' practices. (Abstract)
- (Note: the rest of this article was available for purchase only.)

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**Article:** *Ensuring English Language learners' Success: Balancing Teacher Quantity with Quality (2000)*

**Applicable Issue:** quality of teacher (certifications) over quantity. Quality of Programing in Nevada.

**Research:**

General

- National commission's report (1996) found that teacher expertise was the "single most important factor" in predicting student achievement; and found that fully trained teachers are far more effective than teachers who are not prepared (p.2).
- A teachers' education certification, knowledge and experience are measures of their effectiveness; well prepared teachers affected student outcomes as much as socioeconomic factors (Darling-Hammond & Ball, 1998, p. 2).
- The difference between a good and a bad teacher can be a full level of achievement in a single school year (Education Trust, 1998, p. 3).

Shortage of Teachers of ELLs:

- Only 2.5% of teacher who instruct ELLs possess a degree in English as a second Language (ESL) or bilingual education (p. 1)
- Only 30% of all teachers with English language learners in their classrooms have received any professional development in teaching these students. (p. 1)

Directions in Ensuring High-Quality Teachers for ELLs (p. 3):

- Researchers have yet to agree upon best assessment but many agree current teacher prep are not good enough, teacher licensure has become a target for national reform efforts.
- E.g. Pennsylvania and Philadelphia- shortage of teachers who lack ESL and bilingual education certification or endorsement
- In states with license requirements for ELL teachers, researchers acknowledge problems with the testing practices employed:
  - o Only 29 states require teachers to take tests in the subject area they will teach
  - o Tests do not certify that teachers have the breadth and depth of subject knowledge to teach all students to high standards and are inadequate to measure teaching skill
  - o Numerous loopholes exist

Balancing Quantity with Quality (p. 6):

- Issue of teacher quality is at odds with efforts to quickly resolve the national shortage of teachers.

- Regarding licensure: the shortage undermines efforts to improve the quality for teachers by placing pressure on states and districts to: hire non-certified teachers, place teachers in positions for which they were not trained, and avoid testing requirements.

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**Article:** *Quality Teachers for English Language Learners (2005)*

**Applicable issue:** Teacher quality for ELLs. Programming for ELLs in Nevada.

**Research:**

General:

- Arguing for the need for the endorsement- Teacher education researchers have discovered that ELD teachers fail to acquire much expertise “on the Job” in their position and are unprepared for conditions working with culturally and linguistically diverse student population. Instead they look for quick-fix strategies and can “burn out” quickly. (p. 2)
- Many school districts nationwide offer in-service Professional Development.
- Teachers feel barriers in communication when teaching their ELLs (p. 3).
- Low achievement among ELLs, continued ELL pop growth, and data reporting lack of preparation for ELD teachers suggests the immediate need for an appraisal of ELL teacher quality.

General Studies of Teacher Quality:

- Charts shows that areas of opportunity and policy levers that affect teacher quality are:
  - o Under Pre-service: Licensure/certification requirements & Accreditation of teacher-preparation programs (p. 4)
- Several general critiques of language-teacher education have emerged in recent years:
  - o Future ELD teachers need to have knowledge of the kinds of programs and other ELL instructional services; an understanding of the principles of second language acquisition; how to use parents as an instructional resource in the classroom; and the ability to deliver an instructional program that provides many opportunities for listening speaking, reading and writing. (Milk, Mercado, and Sapiens, 1992) (p. 6)
- Pre-service teacher preparation undergoing a reappraisal:
  - o Researchers and policy analysts are calling into question the field’s ability to enhance the quality of ELD teachers saying that alternatives to more traditional –style programs may be more beneficial.

### Standards for ELD Teachers:

- The National Association of Bilingual Education (NABE) and the Teachers of English to Speakers of Other Languages (TESOL) are concerned with curriculum and instruction and have developed recommendations for the preparation of teachers for their respective disciplines ...which include: an understanding of the philosophy, theory, and history of bilingual education in the U.S. as well as the processes of second-language acquisition.
- TESOL (in conjunction with NCATE) recently developed standards for initial teacher preparation and can be seen as a guide for quality ELD teaching:
- *Language*: teachers must understand language as a system, knowing components of language such as phonology, syntax, semantics, pragmatics, and writing conventions. They should also understand native- and second language acquisition.
- *Culture*: Teachers must understand the role that culture has in language development and academic achievement. They must also understand the nature of cultural groups and how students', cultural identifications affect language learning.
- *Planning, Implementing, and Managing Instruction*: Teachers must understand how to teach to standards in ELD, as well as use resources effectively in both ELD and content instruction.
- *Assessment*: Teachers must understand how systematic biases in assessment may affect ELLs. They must also know the proper methods and techniques for assessing student- language growth.
- *Professionalism*: Teachers must know the research and history in the field of ELD. They must also act as advocates for both their students and field, working in cooperation with colleagues when appropriate.

### Legislative and Policy Issues:

- Recent reports assess the preparation and certification of ELL teachers as compared to a created matrix based on existing professional standards and interviews with experts (Menken & Antunez, 2001). The matrix was:
  - o *Knowledge of Pedagogy* (e.g., native-language literacy methods, assessments of English literacy, practicums in bilingual-education settings)
  - o *Knowledge of Linguistics* (e.g., native-language acquisition, structure/grammar of English, *contrastive analyses*)
  - o *Knowledge of Cultural and Linguistic Diversity* (e.g., history of bilingual education, cross-cultural studies, parent involvement)

- Based on this, the data they found was:
  - Based on 417 participating institutions, only 93 (22%) of the institutions offer bilingual-education credential
  - Only 103 offer an ELD program for teachers (24%)
  - Only 6 states consistently require courses in the areas of expertise; almost all others require only a competency with vague guidelines for assessing competency.
  - Only Maine and Connecticut (EL populations amounts to a fractional percent of the nation wide total) consistently require courses for the ELD certificate.
  - Of 50 states, 37 offer English as a second language teacher certification/endorsement but only 23 have made it a legal mandate to require ESL certification. This leaves room for emergency teaching permits.
  - Bilingual/dual-language certification/endorsement, only 19 states require such endorsements

Knowledge Base:

- After examining the structural factors that impact ELL teacher quality, it is important to examine pedagogical knowledge that is necessary to provide high quality ELD instruction:
  - *Language Acquisition Process:* ELD teachers must have a strong understanding of language acquisition; must have an understanding of communicative competence (Hymes, 1967) and know language function forms.
  - *Subject-Area Content:* ELD teachers must be content-area experts as well as language teachers since ELD teachers are increasingly prevailed upon to teach both language and content.
  - *Culture and Pragmatic Language Use:* ELD teachers must understand the process of cultural growth and cultural adaptation.
  - *Curriculum and Instruction:* ELD teachers must possess knowledge of how to adapt grade-level materials to the needs of ELLs.
  - *Assessment:* Because placement and exit from ELD programs is determined by standardized testing, ELD teacher should have a deep understanding of such assessments.
  - *Technology:* Computers can assist teachers in providing simultaneous auditory, iconic, and written input for ELLs, thus enhancing language acquisition.
  - *Classroom, School, and Community Contexts:* ELD teachers must often act as ELL advocates. Therefore, knowledge of how schools and communities interact is crucial. (Fradd & Lee, 1998)

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**Article:** *Teaching and Learning within and Across Cultures: Educator Requirements across the United States (2007)*

**Applicable issue:** Teacher quality for ELLs. Programing for ELs in Nevada.

**Research:**

Intro-

-82% of states require some level of multicultural or diversity training for teacher prep programs; only 37% of states have a specific requirement as part of teacher certification.

- Understanding the cultural background of students assists teachers in making education more meaningful (Hilliard, 2001; Wilson, 1991).

-Quality teachers take the time and effort to differentiate instruction on several variables rating to the child (Heflin, 2002; Linek, Fleener, Fazio, Raine, & Clakamp, 2003; Seidl & Friend, 2002).

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**Article:** *Quality Teachers for English Language Learners: A Research Synthesis (2004)*

**Applicable issue:** Teacher quality for ELLs. Programing for ELs in Nevada.

**Research:**

*Current Conditions:*

-Data continues to suggest that linguistic minority education programs are staffed by professionals who are not trained for such programs and who acquire their expertise on the job. (p. 1)

-Most teachers who taught ELLs and other cultural diverse students didn't feel prepared enough to meet the students' needs. (Lewis, Parsad, Carey, Bartfai, Farris, and Smerdon, 1999)

-The growth in U.S. schools as well as the data reporting the lack of preparation for ELD teachers, suggests an immediate need for an appraisal of ELL teacher quality.

*Standards for ELD Teachers:*

*(Same content as bottom of page 5 and top ½ of page 6) ....Language, Culture, Planning Assessment, Professionalism etc....*

- National Council for Accreditation of Teacher Education (NCATE) review of a teacher-education program will yield a rating on each of the above domains. However we can't be sure how current programs are measuring up. At present we are not aware of any programs that have been reviewed using the new ELD standards. No school system (to our knowledge) has adopted the standards for use as a policy document. (p. 11)
- National Board for Professional Teaching Standards (NBPTS) has developed ELD standards for the purpose of awarding exemplary practicing teachers. The four standards specific to ELD require teachers to have a deep knowledge of:
  - students (how development, language, ad culture affect students' knowledge, skills, interests, aspirations and values;
  - language and language development – expert knowledge of the target language as well as processes by which students learn their native and second languages
  - culture and diversity – how to use culture to structure for successful academic experiences;
  - subject matter – a comprehensive command of subject knowledge, as well as how to facilitate student learning.
- The major teacher-education organizations (Association of Teacher Educators (ATE) & American Association for Colleges of Teacher Education [AACTE]) have helped prepare teachers for culturally diverse students
  - But have not paid attention to teachers who will face language diversity. (p. 12)
  - Only recently AACTE developed a resolution on the preparation of teachers for language minority students, encouraging the development of “programs that recruit, train, and support teachers of all subjects and grade levels who can meet the needs of second-language learners.”
- Other causes of low teacher quality
  - Failure to retain expert ELD teachers
  - Inadequate compensation for working with ELLs
  - Teaching ELLs might merit higher pay for teachers.
  - It could be that ELD teachers need resources (books, tech etc.) beyond what the non-ELD teacher receives. (pp. 14-15)

<https://www.youtube.com/watch?v=cZ09tMetxno>

If research indicates that state policies for developing ELD professional knowledge have been inadequate, then what are the research recommendations?

- One study suggests that policymakers can increase teacher quality in high poverty schools by requiring schools to report teachers' credentials, (or lack thereof) (Galston, 2000)

- Federal policymakers should revisit the use of teacher aides, on the suspicion that high-poverty schools and, by extension, those with a high ELL count, rely on aides for instruction in the place of credentialed teachers. (Galston, 2000)
  - These proposals may not be necessary. (Tellez & Waxman, 2004). Why?
- The lack of credentialed teachers in nearly all cases is the result of:
  - No new teachers with the proper qualifications applied or
  - Existing teachers cannot be forced to add credentials or endorsement.

Instead of mandating requirements to increase teacher quality, policymakers have

- Offered additional compensation for teachers who perform well or teach in high-need areas
- Teachers with both ESL and special education credentials receive an additional \$2,000 annually
- More common stipends are in the range of \$500-\$1,000
- At Pre-service level federal efforts to improve teacher quality at low income schools or in high-need areas include the Perkins, Stafford, and private-loan cancellation program (forgive loans of up to \$20,000).
- At the in-service level, role of additional compensation for ELD teachers has received less attention but closest look are the compensation programs.

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**Article:** Educating English Language Learners: Building Teacher Capacity (round table report)

**Applicable Issue:** summary of state policies and legislation requiring newly qualified teacher to have experience in teaching ELLs..

**Research Indications:**

**Basic summary:** discusses states where teacher certification standards for all teachers contain reference to the special needs of ELLs; discusses states in transition which use the standards published by the National Council for Accreditation of Teacher Education (NCATE); Discusses states where teacher certification standards for all teachers contain reference to “language” as an example of diversity; discusses states where there are no requirements that all teachers have expertise or training in working with ELLs. **For all cases, the results of such endorsements have not be studied.**

## **States with Specific Coursework or Licensure/Certification Requirements**

### *Arizona*

- require an endorsement in Structured English Immersion (SEI) for all certified teachers, principals and superintendents in the state.
  - o A provisional endorsement valid for 3 years after which teachers must complete full endorsement
  - o requires 3 additional semester hours for pre-service teachers or for in-service teachers.

### *California*

- licensure require content in teaching ELLs and all teachers who train in state approved educator programs must complete university coursework.
  - o Example: all elementary and secondary teacher must complete “developing English Language Skills” requirement

### *Florida*

- All Florida teachers (new and experienced) are required to complete at least 3 semester hours or equivalent of training in TESOL either through university coursework or in-service training.

### *New York*

- All graduating teachers are required to complete 6 semester hours in language acquisition and literacy development.

### *Pennsylvania*

- Does not require all teachers to have training or expertise in working with ELLs. By Jan 2011: Teachers graduating from Penn programs must complete 3 credits or 90 hours of coursework or other preparatory work addressing instructional needs of ELLs.

## **States with Reference to Special needs of ELLs**

- Maryland has a specific 6-12 semester hour literacy requirement.
- Idaho states “a teacher knows strategies to support the learning of students whose first language is not English”.
- Maryland and Michigan have reading instruction requirements for new teachers that include detailed reference to ELLs within their standards.
- States require teachers from state-approved programs to have knowledge of second language acquisition or literacy research
- States that require new teachers be knowledgeable about ELL education or demonstrate effective ELL instructional strategies.

### **Knowledge of SLA and Strategies to support ELLs**

- Standards in Alabama, Illinois Minnesota, Nevada and New Jersey all require teachers to have training in second language acquisition and in “strategies to support the learning of students whose first language is not English”.

### ***Strategies or accommodations for ELLs: other options***

- Some states do not directly approve teacher preparation programs but rely on NCATE or National Association of State Directors of Teacher Education and Certification (NASDTEC) for their education standards.
- Alaska & South Carolina require teachers seeking certification to graduate from NCATE-approved institutions.
- Connecticut requires that teacher preparation programs are either approved by NCATE or a state using NCATE standards.
- Delaware and Mississippi require that teachers graduate from programs approved by NCATE or NASDTEC (Delaware Department of Education).
- Kansas and Georgia have adopted NCATE standards “by reference”, writing the NCATE standards directly into their statutes or official teacher standards material.

### **States with Reference to language as an example of diversity**

- These states do not explicitly refer to ELLs nor ELL pedagogy but they do require teachers to have appreciation of diversity in the classroom and demonstrate effective strategies to teach diverse groups of learners.
- West Virginia & Wyoming are worthy of mention here:
  - o Education Program Standards states that teachers must “know and demonstrate the content, pedagogical and professional knowledge, skills and dispositions necessary to help all students learn.”

### **States with No Requirements for All Teachers**

- If a state has no requirement for all teachers to have training or expertise in working with ELLs, all possible avenues were explored in which standards might be presented.

## ***Capacity Building: NSHE Collaboration Meetings***

The EMC leadership met with various NSHE institutions on 3 separate occasions having conversations regarding Recommendation 3.1.

- *March 15 & 18, 2016:* UNR, GBC, UNLV & NSC
  - *Purpose:* Share Rec. 3.1 with NSHE members and gather feedback
- *April 15, 2016:* Follow-up meeting with UNR & GBC
  - *Purpose:* Provide follow-up information and support regarding Rec 3.1

Additionally NSHE institutions meet to determine common coursework for TESL/ELAD courses to be implemented in the NSHE system:

- *May 19, 2016:* Common Course Numbering Meeting- UNR & UNLV
  - *Purpose:* Determine common course numbering for ELAD courses
  - *Outcomes for next steps:*
    - **Conversation with Great Basin and NSC regarding** proposal for the 80% common content based on experience and the core competencies recommended by the EMC and NCATE.
    - Identify a process for **the transition** to the new standards. Recommend: a 5-year transition period with a gradual implementation starting Spring 2017.
    - Develop **agreement with the state about courses** that can be brought into this, which differ among the different institutions. Proposal: while other courses may count, the practicum class cannot be substituted.

## ***Capacity Building: Implementation Process in NSHE***

Throughout the NSHE collaboration meetings, feedback was gathered from the following NSHE institution regarding the TESL/ELAD Endorsement. The following feedback represents NSHE's current and future implementation procedures regarding the TESL/ELAD endorsement:

- **Nevada State College:**
  - *Current:* Elementary TESL/ELAD endorsement
  - *Current:* Integration of endorsement into SPED program
- **University of Nevada, Las Vegas:**
  - *Current:* TESL endorsement embedded in Special Education program
  - *Future Goal:* Will include the ELAD endorsement in ECE/Elementary programs
  - *Future Goal:* Elementary, SPED, ECE & Secondary programs in agreement: the ELAD endorsement should be included in all programs
  - *Future Goal:* Elementary education program: reworking program to include ELAD endorsement
  - *Future Goal:* ECE also beginning the process
- **University of Nevada Reno:**
  - *Current:* 1 course embedded in teacher preparation programs
  - *Future Goal:* 4 to 6 year phase-in: UNR will implement an ELAD requirement within all elementary teacher preparation programs
- **Great Basin College:**
  - *Current:* Requires 1 ELAD course in elementary programs
  - *Current:* Students can select from SPED, ELAD, ECE or a Content Area
  - *Future Goal:* to keep the Content Area focus for those who want to teach middle school- Integration of ELAD into pre-existing requirements for Graduation would inhibit this
  - *Future Goal:* cross list or embed ELAD content into other courses
  - *Future Goal:* continue to meet the needs of their students and the community

## ***Matrix of Current Status in NSHE Institutions: ELAD Coursework Infusion***

Participating NSHE institutions were contacted in April 2016 and asked the following questions regarding the current status and feasibility of implementing the TESL/ELAD into their existing program:

<b>NSHE Institution</b>	<b>Coursework for ELAD endorsement in-place?</b>	<b>Delivery mechanism(s)</b>	<b># of ELAD courses Required before graduation?</b>	<b>Short term plan For El Ed and Sec Ed</b>
UNR	Yes (working, by SM 2016) About 40% of <u>integrated</u> elementary education teachers NOW graduate with full ELAD reqs., others SP ED, ECE endorsed	Face-to-face and on-line	One course NOW required for ALL TE majors	(UG, G) Gradually implement/infuse content; offer/encourage endorsement
UNLV	Yes (working, by SM 2106) Most elementary education teachers graduating with full ELAD requirements	Face-to-face and on-line	One course NOW required for ALL TE majors	(UG, G) Gradually implement/infuse ELAD courses; not integrated El. into Ed. program so anticipate room in Curriculum.
NSC	Yes (working) 75% of <u>integrated</u> elementary education teachers graduating with full ELAD reqs., other SP ED	Face-to-face and on-line	One course NOW required for ALL TE majors	(UG) Gradually implement/infuse ELAD coursework
GBC	Yes (working) 30% of elementary education teachers graduating with full ELAD requirements	Face-to-face	One course NOW required for ALL TE majors	(UG, G) Working-infusion as an option?

### **Institution comments:**

1. Getting all ELAD requirements (12 credit hours plus practicum) under the 120 credit rule for undergrads (elementary and secondary)
2. Uneven playing field with ARL and Emergency Licensure teachers to become teachers of record without any ELAD requirements

## ***Capacity Building: UNLV and UNR ELAD Recommendations and Coursework***

### **EDRL 471. 671: Theory and practice for academic English language development (3 credits + 0)**

- Theories of language acquisition (L1, L2)
- English Language structure (phonology, morphology, syntax, semantics & pragmatics)
- Overview of programs approaches and models of instruction
- Relationship between language and culture

### **EDRL 472. 672: Methods and curriculum for teaching English learners (3 credits + 0)**

- Students will utilize evidence-based practices and strategies related to planning, implementing, and managing standards-based EL and content instruction and curriculum.

### **EDRL 475.675: Assessment and Evaluation of ELs (3 credits + 0)**

- To know and use a variety to standards-based language proficiency instruments to inform their instruction and understand their uses for identification placement, and demonstration of language growth of ELs
- To analyze and apply a variety of performance-based assessment tools and techniques to inform instruction

### **EDRL 476.676. Policies, critical issues and best practices for Pre-K, elementary or secondary ELs (2+0) – Must be taken together with EDRL 477**

- Demonstrate knowledge of the evolution of laws and policies related to ELs
- Review data with a focus on closing the EL achievement gap
- Explore current topics in EL education

### **EDRL 477.677. Policies, critical issues and best practices for Pre-K, elementary or secondary ELs - PRACTICUM must be taken together with EDRL 476**

- Use evidence-based practices and strategies related to planning, implementing, and managing standards-based EL and content instruction
- Use a variety of performance-based assessment tolls and techniques to inform in the classroom.

## ***Capacity Building: NSHE Current Program Requirements***

While each NSHE institution varies with respect to the specific courses and content class selection for the existing Bachelors of Arts in education with a teacher license, all programs for elementary education require 120 credits. Further requirements vary based on the focus leading to the Bachelor of Arts or the Bachelor of Science. The following represents a sampling of some of the requirements by each institution:

### **UNLV**

- 1 & 2 year experience (5 credits)
- English (6 credits)
- Constitution (4 credits)
- Math (6 credits)
- Life earth, physical sciences and Analytical thinking (15 credits)
- Humanities & fine arts (9 credits)
- Education core classes (12 credits)
- Elementary methods and materials (21 credits)
- Practicum Block I (15 credits)
- Practicum Block II (15 credits)
- Student teaching (12 credits)

### **UNR**

- English (3-6 credits)
- Math (3 credits)
- Natural sciences (6 credits)
- Social sciences (3 credits)
- Fine arts (3 credits)
- Core Humanities (9 credits)
- Capstone (6 credits)
- Diversity (3 credits)
- Foreign language (6-8 credits)
- Major requirements (63 credits)

### **NSC**

- English communication (3-8 credits)
- Study and technology skills (2 credits)
- Mathematics (3-5 credits)
- Natural Science (7-8 credits)
- Social Science (3 credits)
- Fine Arts (3 credits)
- Humanities (6 credits)
- Constitution (3-6 credits)
- Cultural Diversity (3 credits)
- Additional major requirements (15 credits)

- Major requirements (73 credits)

**GBC**

- English communication (6 credits)
- Mathematics (3 credits)
- Science (6 credits)
- Social Science (9 credits)
- Humanities and Fine Arts (6 credits)
- Technology (3 credits)
- Integrative seminars (3 credits)
- Capstone (3 credits)
- Elective and program requirements to fulfill 120 credits (42 upper division)

## **Capacity Building: Alternate Route to Licensure**

### **Current Status- ELAD Coursework Infusion- NSHE institutions**

Participating ARL institutions connected with NSHE were contacted and asked the following questions:

1. Where is your institution in terms of the process of implementation of the TESL/ELAD endorsement and how feasible is this? How might such an endorsement affect your program?
2. What would you require from the Nevada System of Higher Education or from the State Board of Education to implement the course requirements into your program for all elementary school teacher candidates to receive this endorsement? Or how might this coursework look in your existing ARL program format?
3. Looking at a few other programs in the institutions in general could there be any procedures that could be followed similarly in order to implement the ELAD into your ARL programming?

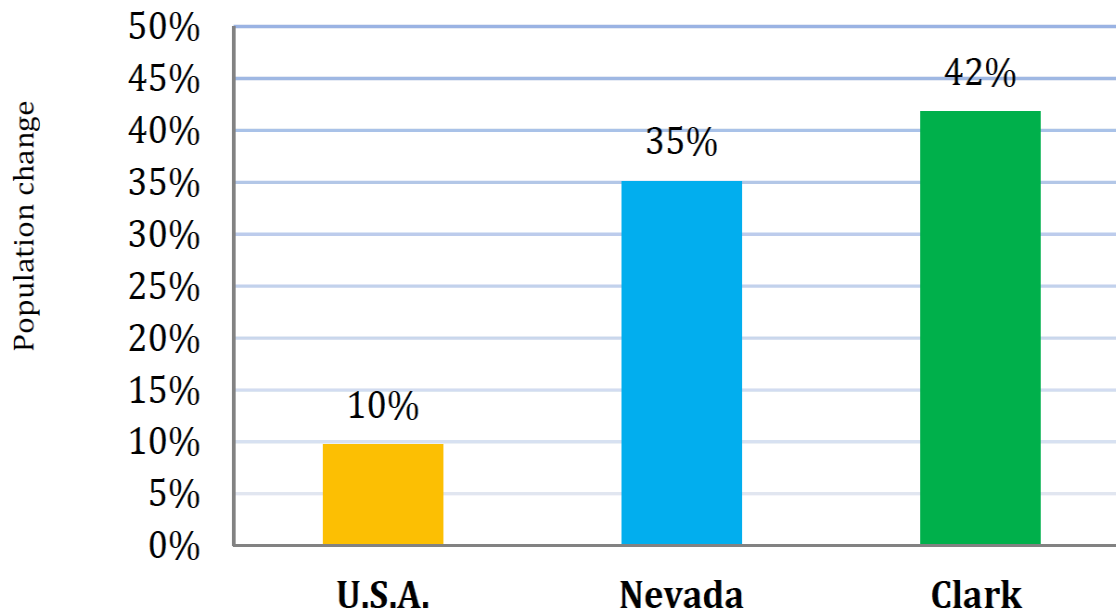
Below is a table charting the responses of those institutions:

<b>ARL Institution</b>	<b>ARL Partner</b>	<b>Coursework for ELAD endorsement in-place and/or implementation procedures</b>	<b>Challenges</b>	<b>Recommendations</b>
Elko County School District	Great Basin College	None at this time	N/A	
Sierra Nevada College	ARL program aligned with MAT (masters of Arts in Teaching)	<ul style="list-style-type: none"> <li>-Set up for implementation</li> <li>-Roll out by Summer 2017</li> <li>-Currently TESL courses are being written as ELAD courses</li> <li>-Adding practicum component</li> <li>-Program for M.A. students</li> </ul>	<ul style="list-style-type: none"> <li>-Cost: Will significantly increase costs for students and institution (budget too small)</li> <li>-Practicum: difficult to coordinate field experience online</li> <li>-Course: the transition from TESL to ELAD for some students will be difficult for some students depending on when they plan to graduate</li> </ul>	
Nye County School District	GBC	<ul style="list-style-type: none"> <li>-Not currently implementing program requirements</li> <li>-TESL classes would have to be added to the current ARL coursework approved by the NVDOE</li> </ul>	<ul style="list-style-type: none"> <li>-Cost: Would add substantial coursework to current ARL program</li> <li>-Time: TESL addition to program would not fit in standard 3 year program for license obtainment and then 3 years probation</li> </ul>	
GBC	GBC	<ul style="list-style-type: none"> <li>-Coursework available but not as part of B.A. graduation requirements</li> <li>-30% of elementary education teachers graduating with full ELAD requirements</li> <li>-Exists as an extra credit option but not required for licensure.</li> </ul>	<ul style="list-style-type: none"> <li>-Cost: Would be a factor as ARL Program pre-service training is non-paid, non-credit bearing.</li> </ul>	

Clark County School District	UNLV	<ul style="list-style-type: none"> <li>-Currently do not offer programs or coursework toward TESL/ELAD endorsement.</li> <li>-Program is a fast-start, pre-service training program spanning 10 weeks.</li> <li>-Candidates complete 20 days in classroom concurrently for field experience.</li> <li>-Candidates receiving ARL conditional license after going through program then continue with the remaining state-required coursework (for standard licensure) at a regionally accredited university/college.</li> <li>-Elementary program: candidates might take up to 30 or more credit hours. (The CCSD ARL Program pre-service training is non-paid, non-credit bearing.)</li> </ul>	<ul style="list-style-type: none"> <li>-<i>Cost</i>: Would add substantial coursework to current ARL program</li> <li>-<i>Time</i>: TESL addition to program would not fit in standard 3 year program for license obtainment</li> </ul>	
National University	NSHE	<ul style="list-style-type: none"> <li>-Focus on ELAD endorsement changes for undergraduate programs.</li> <li>- For ARL programs will be more engaged when faculty return in the fall.</li> <li>-ARL will follow similar pattern as Undergrad.</li> <li>- As stated in #1, most likely ELAD endorsement courses would be part of a certificate program offered to students after completing the standard licensure requirements patterned after the approach that we'll be implementing for our traditional undergraduate programs.</li> <li>-ARL program is already an intense, condensed, and shortened approach to preparing teachers within a very short timeline.</li> <li>-Feasible to require the ELAD endorsement for elementary teacher preparation programs within 6 years.</li> </ul>	<ul style="list-style-type: none"> <li>-<i>Time</i>: Preparing teacher candidates to meet licensure requirements must be lengthened.</li> <li>-<i>Time</i>: Will conflict with legislative goals of having ARL programs that would be accelerated and prepare candidates within a 3 year timeframe.</li> <li>-<i>Time</i>: NSHE would need to not limit the number of credits for programs and the State Board would extend the timeline for preparing candidates beyond 3 years. Licensure requirements will need to be lengthened.</li> </ul>	<ul style="list-style-type: none"> <li>-Rather than integration into existing curriculum, instead prepare candidates with four ELAD courses beyond the required ARL courses. Adding the ELAD courses would better prepare candidates but effect would be an extension of licensure requirements and the time to complete ARL requirements.</li> <li>-Suggestion: have ARL candidates first complete existing ARL requirements and then be required to return to IHEs to complete the rest of the ELAD endorsements for full/renewed licenses.</li> </ul>
Humboldt	GBC	None at this time	<ul style="list-style-type: none"> <li>- <i>Time</i>: will take longer for students to earn their actual teaching license.</li> <li>-<i>Time</i>: Will have an even bigger impact on <i>Teach NV Scholarship</i> recipients as they have to complete their</li> </ul>	<ul style="list-style-type: none"> <li>-It will forever be a challenge in the ARL. It can be done as stated above, but it is more work and more requirements</li> </ul>

			<p>program in 2 years time.</p> <p>-<i>Time</i>: Not possible when adding more coursework to the already prescribed 2 year plan that was written for them to guarantee on-time graduation.</p> <p>-<i>Time &amp; Cost</i>: Further challenge: finding people interested in the ARL if there are more costs and it takes longer to complete.</p> <p>-<i>Time &amp; Cost</i>: In addition, it may be challenging to find people interested in the ARL if there is more costs, and it takes longer to complete.</p> <p>-Additionally these are full-time first year inexperienced teachers who need the time to devote to the typical expectations of being a teacher.</p>	<p>when it is already difficult to find teachers.</p> <p>-More time for Teach NV Scholarship recipients.</p>
Eureka	GBC	<p>-None at this time</p> <p>-Eureka would not support adding a requirement to licensure.</p>	<p>-“We are not implementing an ELAD endorsement. Having such a requirement would eliminate our ARL candidates, as they are local shop owners, chefs and the like that come in to teach a class or two to help us out. While we have few issues with teacher recruitment and retention in Eureka (high salaries, nice facilities and families, small class size, subsidized teacher housing etc.), with a shortage becoming more severe, it would need to be available on-line to work for us.”</p>	
Western Governors University	NSHE	<p>-Already offer an ELAD endorsement program.</p> <p>-Students can enroll in ELAD endorsement when they have met pre-requisites.</p> <p>-Individuals must complete the endorsement program in addition to any other program they need for certification as an elementary teacher.</p> <p>-Future plans: revise programs they are strengthening teacher and leader preparation in working with ELs.</p>	<p>-<i>Cost</i>: Adding an endorsement would require additional funding for ARL students as well as additional time for completion of the program (1.5 years needed for an internship).</p>	<p>-One thing the state could do would be to allow TESL to be an approved major for elementary students.</p>

### *Demographics: EL Growth and Trajectory*



- **2000 to 2010:** Nevada-35 percent increase in ELL population overall –
  - > 3X the rate experienced by the U.S. as a whole.
  - Clark County saw 42 percent (Mokhtar, 2012) (Figure 1).
- Average proportion of individuals born outside the U.S. is also higher in Nevada (19 percent) & Clark County specifically (22 percent) than the country (13 percent) (Mokhtar, 2012).
- **2000-2010-** Clark County ranked third largest in absolute growth in immigrants among the nation's counties –
  - Proceeded by Harris County in Texas and Riverside County in California (Batalova & Lee 2012).

### *Nevada Student Growth Since 2013\**

• Year	Total Stud Pop	Grow %	ELL pop	ELs as % of Tot Stud Pop	Grow % +/-
• 2003-2004	384,230		63,335	16.4	<12.6
• 2004-2005	399,425	<3.9	72,458	18.1	<2.1
• 2005-2006	412,165	<3.1	74,009	17.9	<1.7
• 2006-2007	425,731	<3.2	75,282	17.6	<1.7
• 2007-2008	432,850	<1.7	78,433	18.1	<3.6
• 2008-2009	436,814	<1	78,058	17.8	>.5
• 2009-2010	436,037	>.2	73,692	16.9	>6.6
• 2010-2011	437,057	<0.3	71,455	16.3	>3.1
• 2011-2012	439,277	<0.6	71,254	16.2	>.3
• 2012-2013	445,381	<1.4	68,383	15.3	>4.1
• 2013-2014	451,730	<1.5	70,986	15.7	<3.7
• 2014-2015	459,095	<1.7	74,889	16.31	

*\*Numbers from Nevada Report Card*